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ABSTRACT

This manual presents a method of teaching cooking to nonreaders. The language of the method consists of visual symbols, such as drawings of bowls, spoons, and ingredients, and color. The "Simply Great" method consists of three basic formats: the one-step booklet, the full-page format, and the simply written for the student with some reading abilities. Chapter 1 describes how to color code the kitchen. Chapter 2 describes the full-page format method and lists the nine steps for converting a recipe into a visual form. Two examples, for an egg salad sandwich and for three-bean salad, are included. Chapter 3 describes the one-step booklets and includes two examples, a banana milk shake and jiggle giggle gelatin. Chapter 4 describes the simply written format and includes three examples: pumpkin bread, baked fresh fish, and carrot salad. The appendix provides five pages of symbols for tracing or photocopying. (CML)

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SIMPLY GREAT
COOKING INSTRUCTION
a teaching manual for instructors of non-readers

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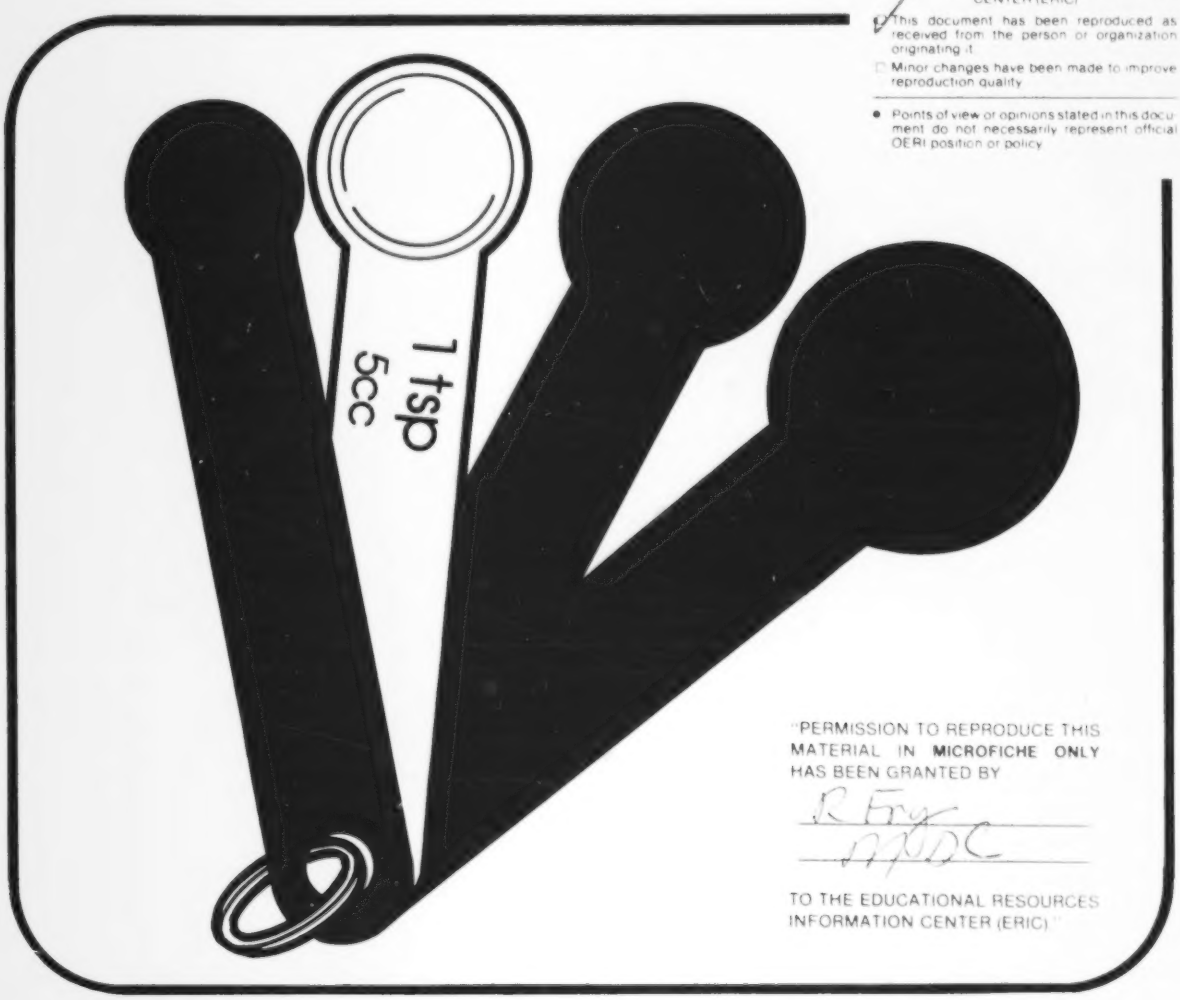

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SIMPLY GREAT COOKING INSTRUCTION

A manual for teaching cooking to non-reading students

by

Cameron Sesto

Center for Independent Living
and
Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

This book is dedicated to all
the Super Chefs at Opportunity
Workshop in Newburyport, MA

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The colored sections may be duplicated for use in providing training in meal preparation.

Design and illustration by Cameron Sesto

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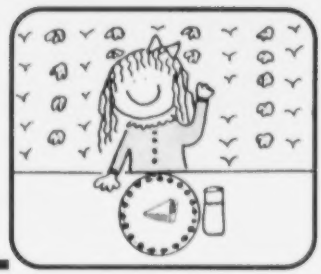


PREFACE

In 1980 I was hired as the cooking instructor for forty-eight severely to mildly mentally handicapped adults. I loved the job, but there was one big question: "How am I going to get my students to reach successful independence when most of them can neither read nor measure accurately?"

The answer arrived unexpectedly while I was working with a woman who, no matter how many times we went over it, just couldn't remember how to make French Toast. There were some blank recipe cards lying on the kitchen counter, so I took one and quickly drew little sketches representing the steps to making French Toast. Much to my amazement it worked! She successfully produced, all by herself, a beautiful plate of golden brown French Toast, and her beaming smile told me we had found an answer to my question.

This was the beginning. Five years and hundreds of recipes later "the system" finally has been fine tuned and I realize that what I stepped into was a *language*, not necessarily a new language, for it resembles the ancient use of the pictograph, but nevertheless a *language* which parallels written language structure. This "visual language system" has been working for over five years at Greater Newburyport Opportunities, Inc. in Newburyport, Massachusetts and has been tested successfully in other sheltered workshops and schools in the greater Boston area.

Each workshop and each school has its own area of greatest "need"; therefore, it is important to have a program which services not only the majority of students, but also can be tailored to fit every student's special need. This manual will enable you to do just that.

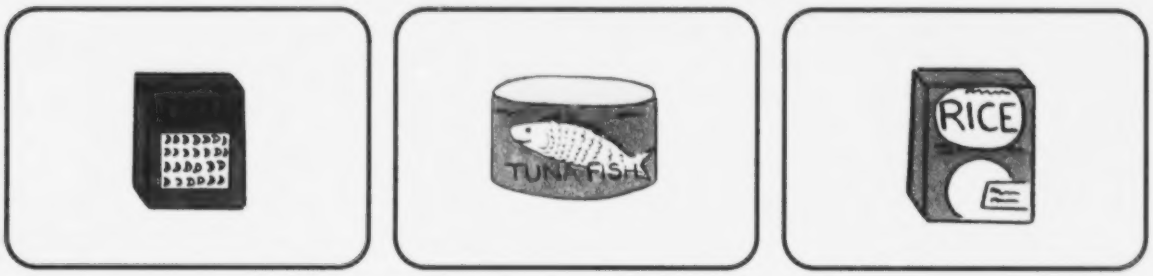
For some of my students, using this *language* enabled them for the first time to cook something from start to finish, all by themselves, and their glow of satisfaction and pride was my greatest delight. It has been a rewarding experience to be the receiver of such glad hearts. With this manual I hope more people will be able to share in the process of helping others on the path to "Simply Great" cooking.

INTRODUCTION

Although the "Simply Great" method of teaching cooking to non-readers was developed to address a need among the mentally handicapped, it will fulfill its purpose with pre-school or functionally disabled populations wherever reading and measurement capabilities are non-existent or rudimentary.

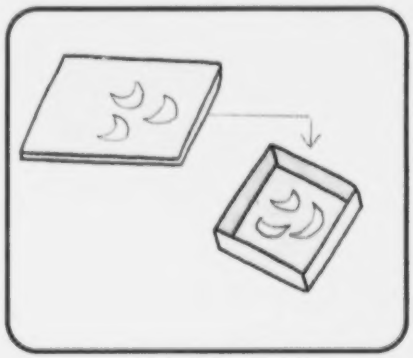
The language of this method consists of visual symbols and color which take the place of subject, verb, object and adjectives in written language, such as:

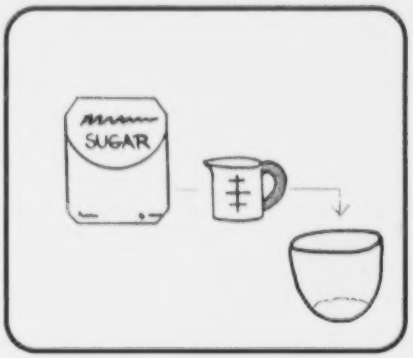
1. Subject:
The ingredients. These symbols show the shape of the container...can, bag, box, etc. and are colored according to the brand name you choose to purchase.



2. Verb:
Action translated into its simplest form by arrows, spiral lines and the rectangular bar. Instead of saying, "Stir the contents of the mixing bowl," we reduce that to "Stir" by using the spiral line to show the stirring action.

3. Object:
The utensils and appliances, those items toward which action is being directed. Note: all utensils which receive direct action can be seen through, or into, as in the following examples of the baking dish and the mixing bowl.





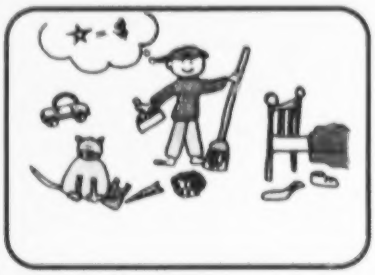
4. Adjectives:
Adjectives or identifiers for this language come in the form of color. This is one big key to the success of this method. Color takes over for measurement...with cups, spoons, and even the amount of heat. It tells the student *which* cup to use, *which* measuring spoon to use, *which* heat setting to use.

With all our recipes we use the nesting measuring cups and spoons. The measuring cup is the only symbol which deviates from the look of the actual utensil we use. The picture is 100% identifiable as a measuring cup and is therefore easily distinguished from the picture of the measuring spoon. By using the nesting cups where there are separate cups for 1 cup, 1/2 cup, 1/3 cup, and 1/4 cup, the student doesn't have to understand fractions as in, "Fill this up half way." He/she need only understand "full" or "Fill to the top," which as you may already have found out, is sometimes a major concept to teach. I have had students who have understood the *what* to do in reading a recipe, such as pouring milk into the measuring cup, but who, after the cup was full, continued the pouring action until there was no more milk left in the container!

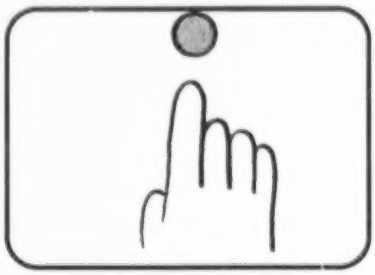
Another point about the use of color is that the student doesn't have to know that red is red. Merely match the color on the handles of cups or spoons in the drawing with the band of color you have wrapped around the utensil (more about this under "Setting up the Kitchen").

Here we have our basic communication format. It simply employs substituting pictures for words. If you have children, you may have already used a picture language playing games or making chore charts. I remember when my children were small we played "Star Lady." I drew up a picture chore chart and every evening I would place a gold star next to the picture of the chore that had

been done. If it wasn't done– no star. At the end of the week each child received 10¢ per star. They loved this "game" and chores were done without complaints.



Or, you may have noticed how more and more appliances and/or general directions in public areas are using pictures to show "how to operate" or "what to do" instead of the written word. In a multi-lingual society pictures are the most efficient language to use, and whether Spanish, English, French, or German is spoken, this means "push the button."



All information to be conveyed is held in a box. You could equate each box as being a *sentence*, but instead of using a period to note the end, you draw a rectangle around the "message unit." Thus, each procedure step is self-contained. No run-on sentences here, please! The size is important in relation to how immediately the eye can grasp the information and be assimilated by the mind. In too large a box the information is spread too far apart and the eye has to wander to collect the information; then the concept may be lost. In too small a box the information becomes confused.

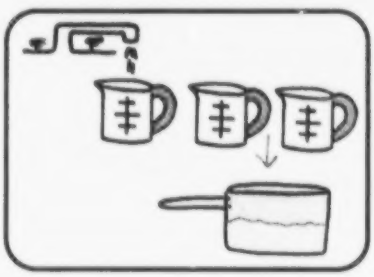
This is why I have divided an 8 1/2" x 11" piece of paper into no more than nine information boxes. Students can immediately grasp that 2+ by 3+ area. Also, the information is arranged to "read" left to right as is customary in occidental written language systems.

The *sentences* you can now construct may be either simple or compound. When I first put together these pictures, I thought it was simplified enough to break down the information by procedure; however, it has come to my attention with the help of other teachers using this "system", that steps may need to be broken down further for some students. Thus I realized that although I was

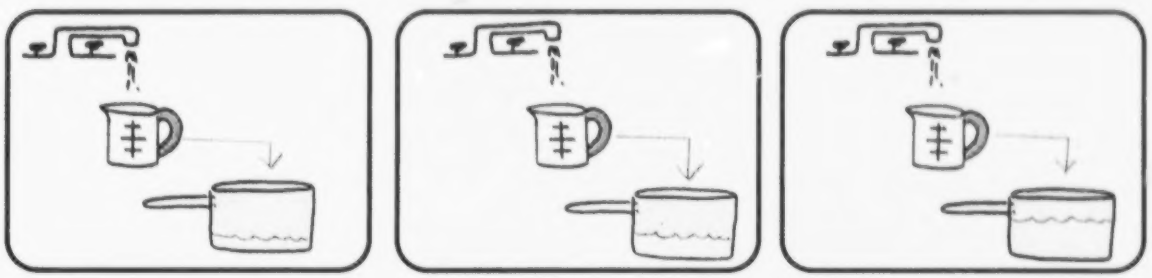
depicting simple or compound English sentences, the visual "sentence" was too complex for the students with limited capabilities.

Let me give you an example:
This is a simple sentence reading "Wash hands."

However, this one reads "Put three cups of water into the pan."

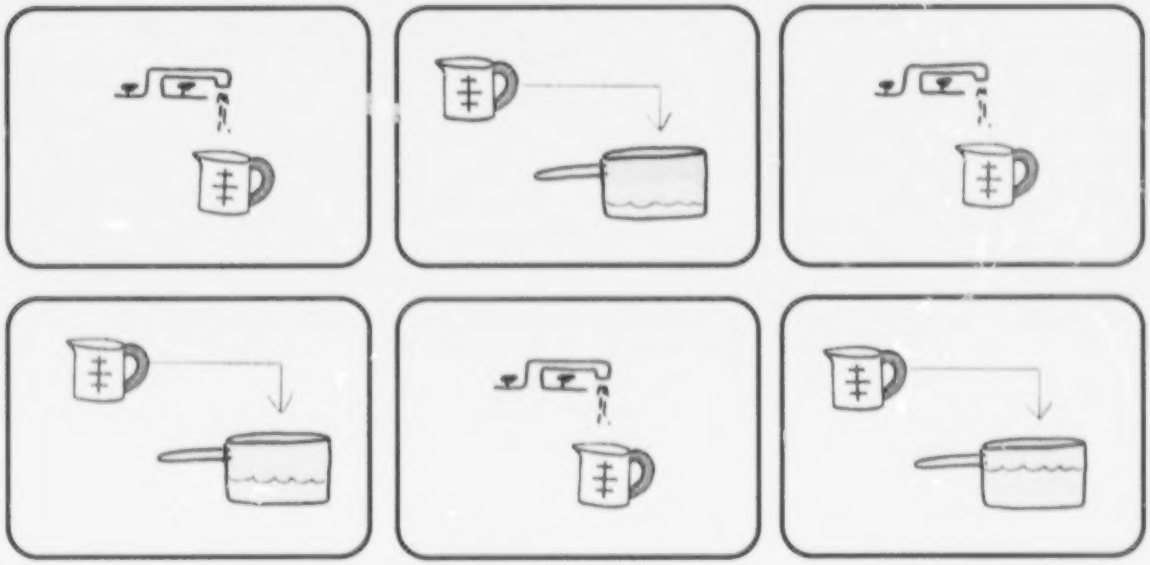


The above depicts more than one act (filling three cups with water) which complicates the instruction. One step toward simplification is to repeat the single act instruction "Put one cup water into pan" three times, as shown below.



Notice now the water rises in the pan so the student will recognize that this is the same pan we are filling up with water.

Another step toward simplification is to eliminate the compound predicate (action). The action is shown three times in two steps instead of three times in one step. Thus the directions of *1. Fill 1 cup with water* and *2. Pour 1 cup water into pan* are represented as follows:



You will know by working with your students if you will need to use the super simple breakdown and if so, whether you will need it for every recipe or only for certain ones.

The "Simply Great" method itself has been divided into three basic formats:

1. **The one-step booklet:** for those students with limited capabilities who need the most basic, simplified education.
2. **Full page format:** for the majority of students who can follow sequences.
3. **Simply written:** for the student with some reading abilities.

By using one of the three formats, all of which function under the same concept, you have the ability to give the same quality of instruction individually to multi-level skill groups, giving the student maximum independence with minimal teacher involvement. This is a special plus to mildly handicapped students who may feel anxious to prove their adult status.

The method underlying each of the three formats is to break down a recipe into separate, concise steps which are then translated to the non-reader by our "visual picture language." For example, for making instant soup the directions on the package read:

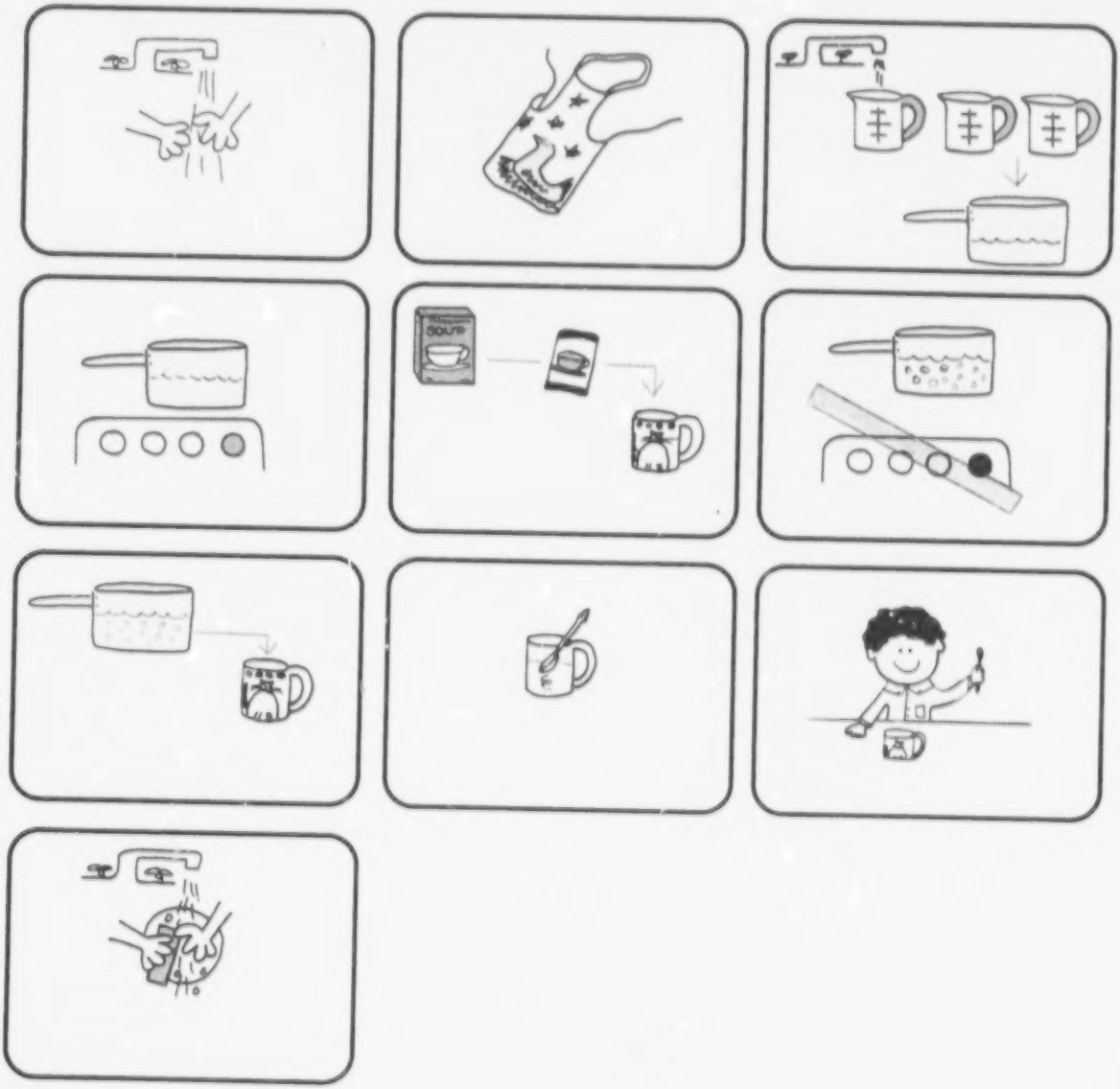
1. Empty contents of one envelope into mug or cup
2. All at once add 3/4 cup boiling water
3. Stir thoroughly

These three apparently simple steps of the manufacturer become the following *ten* steps in the Simply Great method:

1. Wash hands
2. Put on apron

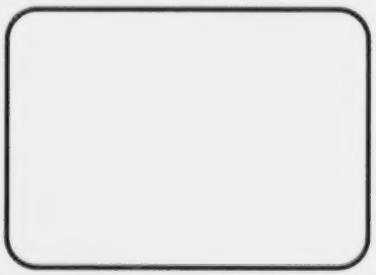
3. Put 3/4 cup of water into a pan
4. Put pan on stove, high heat
5. Open package and put one packet of instant soup into mug or cup
6. When water boils, turn off the stove
7. Pour boiling water into cup
8. Stir
9. Enjoy!
10. Clean up, wash dishes

Each one of these procedure steps must then be translated into our *visual language:*

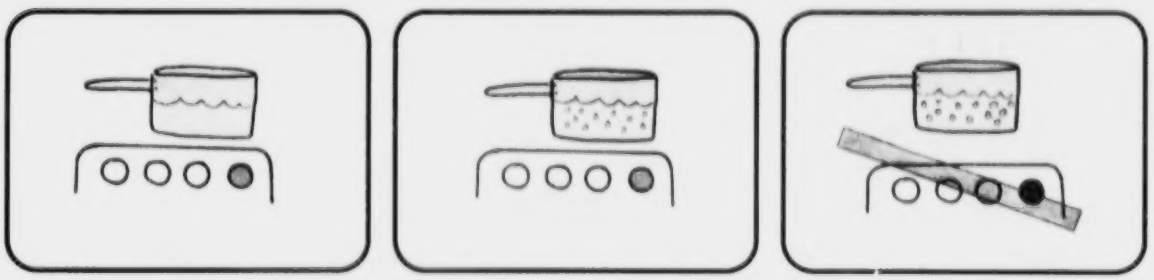


In order to understand this method, you must first become comfortable with the procedure. Practice breaking down a recipe such as in the above example. Think about how each step should appear as a visual direction. Scribble a lot...just like taking notes in school. Keep in mind the basic structures which must remain constant throughout your recipe. Let's go over them again:

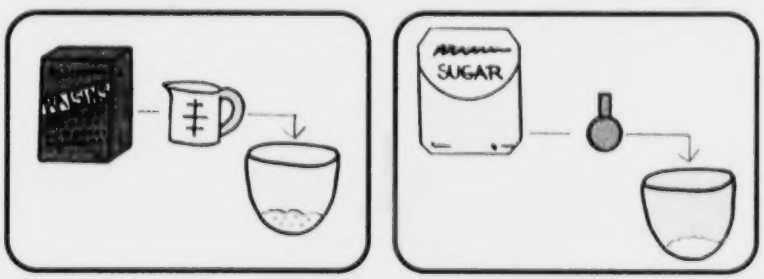
1. The Sentence:
Whether simple or compound, is visually represented by a rectangular box no larger than 2 1/2" x 3 1/2".



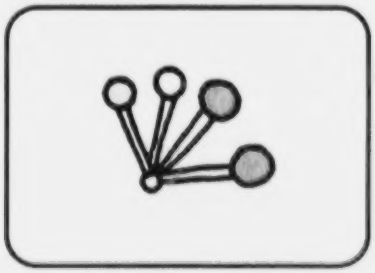
2. Visual Symbols:
SUBJECT and OBJECT (ingredients, utensils, appliances). Whether you trace, photocopy, or draw your own, the pictures must be clear, simple line drawings with both size and view remaining constant; for example, a pot is always the same size and color within a recipe and with its handle on the same side as shown below. The objects can be seen through or into.



3. Direction Flow:
READING LEFT to RIGHT. The ingredient to be measured is always pictured on the mid to upper left of the *sentence box*. The measuring cup or spoon is placed in the middle, and the utensil is drawn on the mid to lower right.

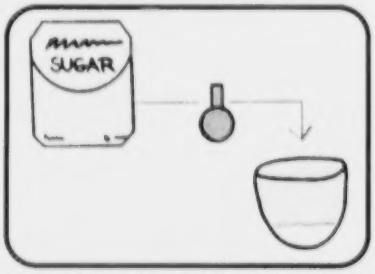


4. The Adjectives:
Color is used for the three main areas of measurement: cups, spoons, and heat. When color describes these items, it is *very* important to keep it constant. A red spoon is *always* a tablespoon, blue a teaspoon, yellow a half teaspoon, green a fourth teaspoon. A green-handled cup is *always* a fourth cup. See the chapter on Setting up the Kitchen for all the measurement constants.



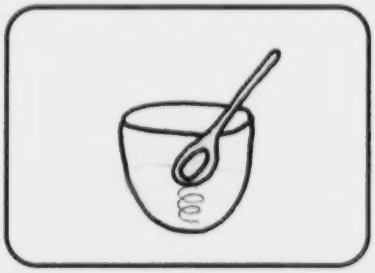
5. The Verbs:
The actions depicted showing directions which accompany the symbols when necessary and contained within the sentence box are:

a. The ARROW indicating the direction of movement as in the following example where sugar is dipped from the bag with the measuring spoon and then poured into the bowl.

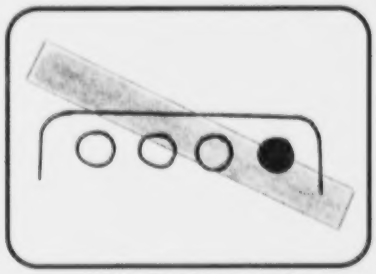


ADD ONE TABLESPOON SUGAR

b. The SPIRAL indicating stirring as shown below.


STIR

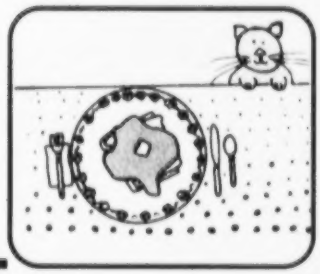
c. The RECTANGULAR BAR indicating OFF as shown below. Any appliance such as the stove, oven, toaster oven, blender, mixer, etc. which does not automatically turn off has a drawn visual symbol on our recipes to indicate the action of turning it OFF in addition to the actual color coded black dot position of OFF on the appliance. This visual symbol is the rectangular bar drawn across the appliance colored in pencil so the appliance can be seen underneath. Because this symbol takes up so much room in the sentence box, it becomes a very *loud* symbol, and gets the attention it requires.



TURN OFF STOVE

1

SETTING UP THE KITCHEN



In order to successfully conjure up incredible nine-course meals or even a simple milk shake, you will need to *code* your kitchen. For this you will need:

1. waterproof plastic tape: red, blue, yellow, green, brown, and black.
2. measuring cups: the type that *nest* together and are held by a ring.
3. measuring spoons

As stated earlier, color coding is one of the major keys to the success of this project. Use the colored tape to code the three areas of measurement: cups, spoons, and heat. *RED* indicates the largest measurement in both cups and spoons and also indicates the highest heat. *BLUE* follows, then *YELLOW* and *GREEN*, which indicates the smallest measurement with the cups and spoons, and the lowest heat. In this manner, the color works in a descending order with consistency and has relevance beyond "decoration" so that the use of *COLOR* becomes a *SYMBOL WITH FUNCTIONAL MEANING*. Measurement is probably the most difficult of skills to grasp in cooking. By using color to identify the *mathematics*, measuring, even if only partially understood, becomes very simple to carry out.

1. Measuring Cups: each cup has a single band of color on its handle.
   RED=1 cup
   BLUE=1/2 cup
   YELLOW=1/3 cup
   GREEN=1/4 cup

2. Measuring Spoons: each spoon also has a single band of color on its handle.
   RED=1 tablespoon
   BLUE=1 teaspoon
   YELLOW=1/2 teaspoon
   GREEN=1/4 teaspoon

3. The Stove: will be coded also with the tape of appropriate color. Cut small circles (dots) of tape colors and put these heat identifying colored dots in the appropriate positions around the burner knob.
   RED=high heat
   BLUE=medium heat

GREEN=low heat
BLACK=off

NOTE: If more than one burner is being used or if your student has difficulty recognizing which knob activates which burner, further identification can be obtained by placing large circles of an unused color (such as brown, orange, purple, etc.) under the burner itself and on or by the knob which activates that particular burner.

4. The Oven: uses the same principle as the stove coding, except it employs square pieces of colored tape. Thus, burner and oven are able to be differentiated by the *shape* of the colored tape.

   RED covers the 450° range of heat
   BLUE covers the 350° range of heat
   GREEN covers the 200° range of heat
   BROWN is used for broil
   BLACK always indicates OFF

5. Other appliances:
   The timer and/or other appliances which require various speeds (electric mixer, etc.) use the descending color for coding:

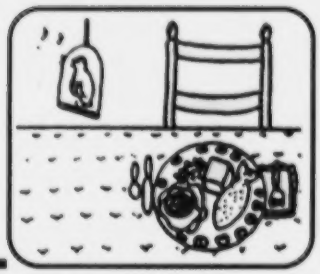
   RED=longest time or highest speed
   BLUE=medium
   GREEN=shortest time or lowest speed

   Simple on/off appliances have a RED piece of tape on the "ON" button and the "OFF" button is coded with BLACK tape.

Your kitchen is now ready; let's make up some recipes!

2

FULL PAGE FORMAT



For the majority of my students, I found the full-page format to be highly successful. By picturing the ingredients and utensils above the directions as in the following examples, your student will gather all the ingredients and utensils needed before beginning the directions. This eliminates confusion by separating the activity involved in getting everything ready from the activities of cooking. Again, you will have to work with all your students to find out which format suits the majority of your particular group. Leave plenty of room for trial and error and creative thinking to solve the problems which crop up on an individual basis.

This full-page format can employ either simple or compound visual images. The important factor is whether the student can follow a sequence. To convert a recipe into a visual form, there are nine steps:

1. SUPPLIES:
You will need a three-ring binder, a set of fine felt tip markers, mylar page protectors, and 8 1/2" x 11" paper. All recipes are worked horizontally, the top being the 11" side. A fine tip pen for tracing the symbols or a photocopy machine and scissors will be needed, as well as removable tape (sold wherever graphic arts or office supplies can be found).

2. DIRECTIONS:
Work out the directions as on page 6 for instant soup. Avoid words such as thoroughly, approximately, etc. A recipe broken down into simple understandable language will, in most cases, have more steps than the original.

3. UTENSILS AND INGREDIENTS:
Before beginning, you must know all the ingredients and the utensils needed to complete the recipe, from bowl to pot holders.

4. TRACE OR PHOTOCOPY SYMBOLS of ingredients and utensils.

5. ADD VISUAL DIRECTIONS where necessary (arrow, spiral, bar).

6. PRINT SIMPLIFIED DIRECTIONS where students may have or may be able to pick up incipient reading ability.

7. COLOR:
Add color coding where needed. Color packages of your ingredients to match the coloring of the can/package/box of the items you have purchased to make your recipe. Also, color the utensils to match your own. For instance, if you own a green blender, have the blender picture in your recipe colored green.

8. COVER WITH A MYLAR PROTECTIVE PAGE.

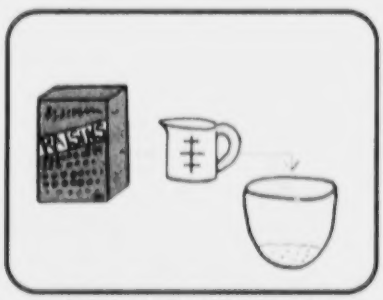
9. PLACE RECIPE INTO 3-RING BINDER.

A. THE TRACING METHOD

Ingredients and utensils are placed on the upper portion of page 1 of your recipe. The symbol for MEASURING CUPS used in this upper portion is a **single** cup even though we use the type of cups with long handles which nest together. See page 2 for explanation. The symbol for MEASURING SPOONS used in the upper portion is the **cluster** of spoons on a ring. However, in the bottom portion which gives the individual directions, a **single** spoon (colored appropriately) is used as the measuring spoon symbol.

With a fine-tip pen, trace the necessary symbols along the top of the 11" side of the paper. Draw a line underneath these symbols, then divide the remainder of the page into six equal boxes; these become the procedure boxes which contain: the visual symbols, visual directions when needed, and the printed direction steps. The first box is always "Wash Hands"; the second box is "Put on Apron"; and the last box is always "Clean up, Wash Dishes."

Lay out the steps of your recipe by tracing the standardized symbols (see appendices) as follows: ingredients on the left side of the box, measurement and directions in the middle of the box, and the utensil on the lower right, as in the example below.



ADD 1/4 CUP RAISINS

NOTE: If two cups of raisins are needed, you will draw two cups beside each other and color each handle red. However, if a cup and a half of raisins is needed use two procedure boxes: one box for the one cup measurement where the handle of the measuring cup will be colored red and the next box for the one half cup measurement where the handle of the measuring cup will be colored blue.

ONLY COMBINE LIKE MEASUREMENTS. Follow the same procedure for the measuring spoons.

ADD TWO TABLESPOONS

When all the procedure boxes are filled with their symbols, add the visual directions where needed. At the bottom of the procedure box print the simplified directions, as in the above example.

Written directions will be there for the students who can read a "little" and as a means for helping them become used to seeing words with visual directions.

B. The Photocopy Method

Photocopy the pages of symbols given in the appendices of this manual. Cut them apart and place a small piece of removable tape on the top of each symbol. These separate pieces can be stored on a mylar page and used over and over. Removable tape will not tear the paper when peeled off. Draw the lines to separate the ingredient and utensil section from the procedure boxes. Place these prepared pages into mylar sheets to store for the bases of your recipes.

Tape the necessary symbols for the ingredients and the utensils to the top portion of your page one base. Then tape the symbols for procedure direction into the boxes. As before, the first box is always *"wash hands"*; the next box is *"put on apron"*; and the last step is always *"clean up...wash dishes."*

Photocopy your base pages with the symbols taped to them. Then you can add the necessary visual and printed directions.

C. Final Preparation for Both Tracing and Photocopy Methods

The next step for both tracing and photocopying is coloring your recipe. Keep the color of the utensil constant throughout the recipe, i.e., if you use yellow for the bowl color, consistently employ yellow for that bowl throughout the recipe; if more than one bowl is used, choose a specific color for each representative bowl. Moreover, do not use a color for a second utensil which has been used for any other utensil, i.e., if yellow is used for a bowl and green for a

pot, and another bowl is needed, *DO NOT USE GREEN.* This would confuse the student. Keep utensils separate and identify them by separate colors.

Helpful hint: So that your recipe will not be ruined by spills and soiling, cover it with a mylar protective sheet and snap it into your three-ring binder.

Don't worry when you find yourself making mistakes in the beginning. You may leave out a particular step or forget to draw in the utensils needed, etc. Be prepared to go back for corrections at least once. Sometimes you will go back, not to make corrections, but to make refinements for a particular student.

Once in a while you may make silly mistakes which can be useful for instruction. I remember one time getting out a recipe for instant pudding, but inadvertently grabbing a box of regular pudding. My student and I must have stood there for a good 10-15 minutes mixing our concoction with the beater whirring, wondering, *"Why isn't this getting thick?"*

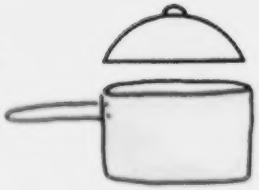
The following examples may help start you off...

bread

eggs

mayonnaise

fork



pan with cover

bowl

cutting board

knife

spoon

celery

onion

lettuce

measuring spoons

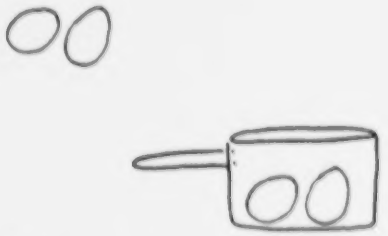
salt

pepper

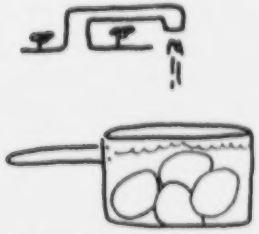
EGG SALAD SANDWICH

1. Wash hands

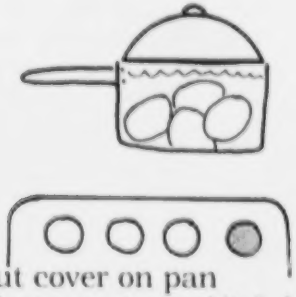
2. Put on apron



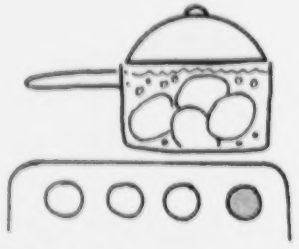
3. Put eggs in pan



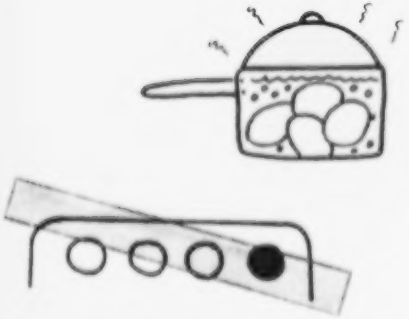
4. Add water



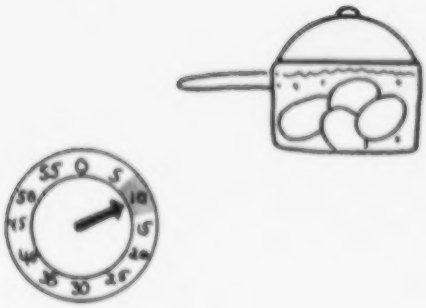
5. Put cover on pan
Place on stove– High heat



6. Cook until water boils

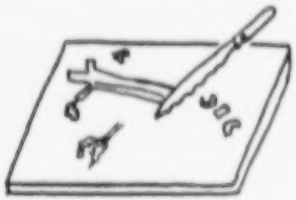


7. Turn off stove remove pan

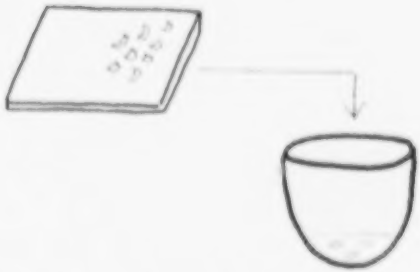


8. Wait 10 minutes

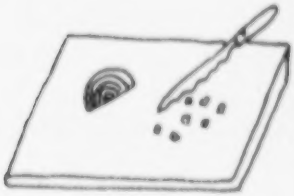
9. Wash celery



10. Chop celery into small pieces

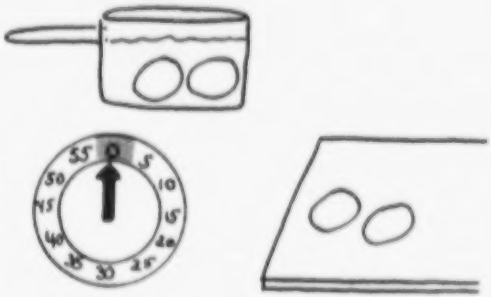


11. Put celery into bowl

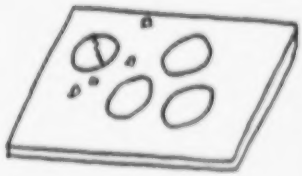


12. Chop one slice of onion

13. Put onion pieces into bowl



14. When timer rings remove eggs



15. Peel eggs

16. Put eggs in bowl

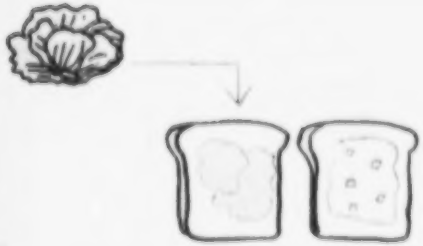
17. Add a dash of salt and pepper

18. Stir to break up eggs

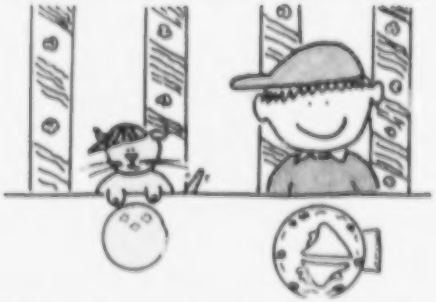
19. Add one tablespoon of mayonnaise

20. Stir

21. Spoon mixture onto one slice of bread



22. Put lettuce on other slice of bread



23. Put together and YUM!

24. Clean up. . . . .wash dishes

green beans | yellow beans | red kidney beans | small red onion | sugar | wine vinegar | salad oil | pepper | salt

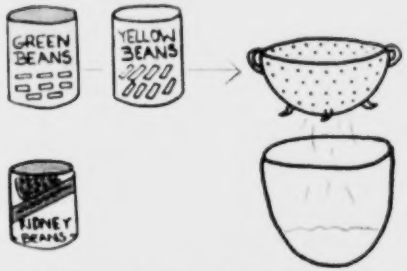
bowl | strainer | knife | can opener | bowl | measuring cup | measuring spoons | cutting board | wooden spoon

3 BEAN SALAD

1. Wash hands

2. Put on apron

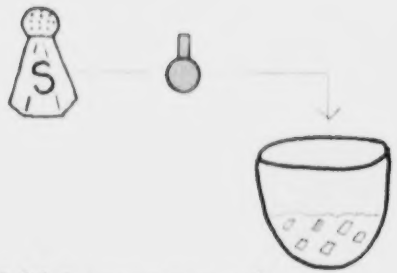
3. Open cans of beans



4. Put beans in strainer over bowl, throw away liquid

5. Put beans in second bowl

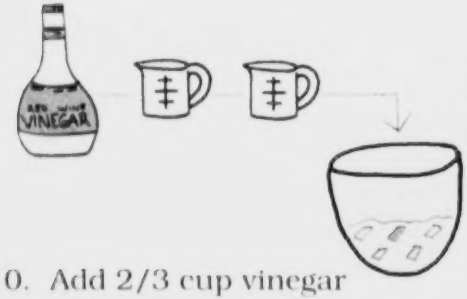
6. Add 1/2 cup sugar



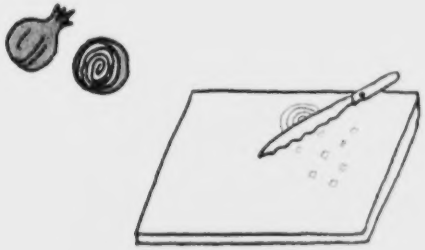
7. Add 1 teaspoon salt

8. Add a dash of pepper

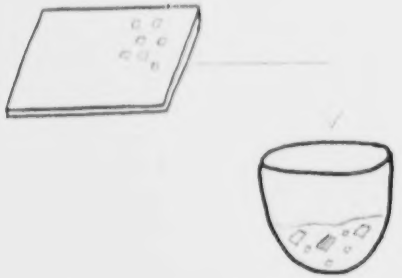
9. Add 1/2 cup salad oil



10. Add 2/3 cup vinegar



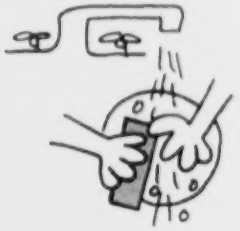
11. Chop one small red onion into little pieces



12. Add onion to beans

13. Stir

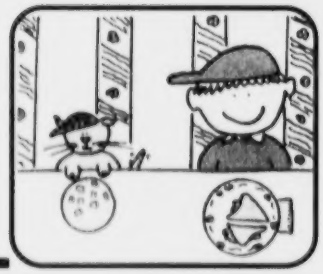
14. Cover and refrigerate overnight



15. Clean up. . . .wash dishes

3

ONE-STEP BOOKS



With these booklets, students learn to complete one step at a time per page. The booklets are especially designed for students who have difficulty keeping their place on a full page of directions, or for students who "get lost" because there is too much information on a page.

The easiest way to prepare a one-step booklet is to make a copy of your visual page recipe before it is colored. Then color and add all necessary directions. Proceed as follows:

Use 8 1/2" x 11" paper. Fold in half. Cut on fold.
Fold these in half again. Cut on fold.
Two sheets of paper will give you eight 4 1/4" x 5 1/2" pages.
Cut out and glue the utensils and ingredients onto one page. This is the cover page.
Cut out each direction box and glue onto a separate page. Continue until all directions have been completed in this way.
Put papers together into consecutive order and staple the booklet together.

In the following recipes, the banana milk shake uses only super simple visual images, whereas the gelatin recipe uses both simple and compound.

banana

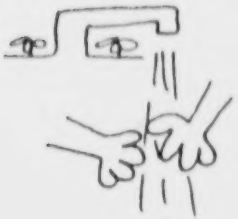
milk

measuring cup

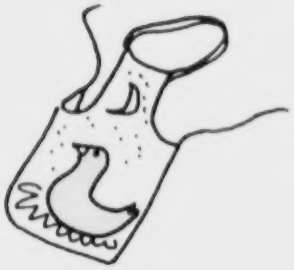
blender

glass

BANANA MILK SHAKE

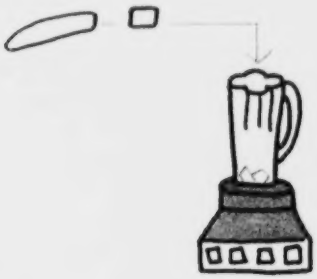


1. Wash hands



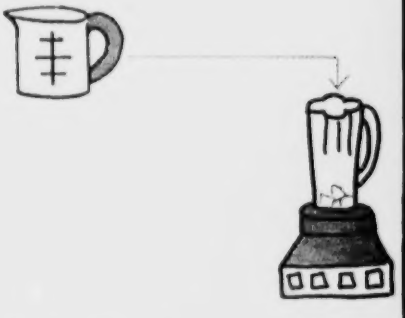
2. Put on apron

3. Peel banana



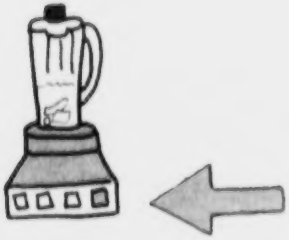
4. Break banana into blender

5. Pour one cup of milk

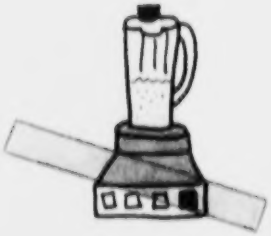


6. Add milk to bananas

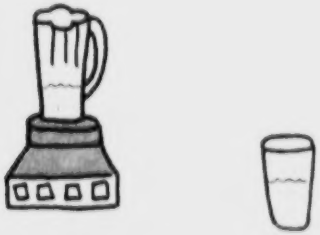
7. Put cover on blender



8. Turn on blender 30 sec.

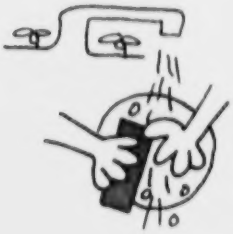


9. Turn off blender



10. Pour milkshake into glass

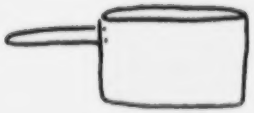
11. WOW! ! ! !



12. Clean up. . . . wash dishes

gelatin

measuring cup



pan

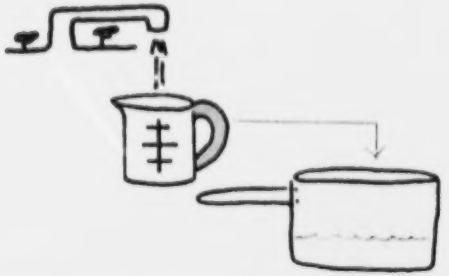
wooden spoon

bowl

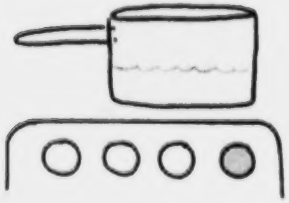
JIGGLE GIGGLE GELATIN

1. Wash hands

2. Put on apron

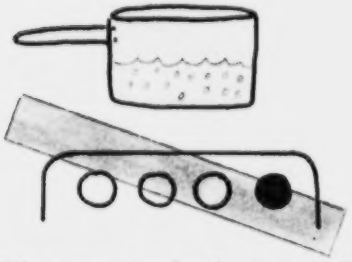


3. Put one cup of cold water into pan

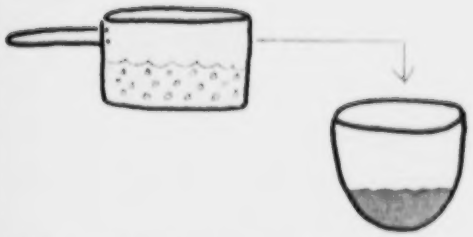


4. Put pan on stove
   High heat

5. Empty gelatin mixture into bowl.



6. When water boils turn off stove



7. Pour boiling water over gelatin mixture

8. Stir

9. Add one cup cold water

10. Stir

11. Refrigerate until firm

12. Clean up. . . .wash dishes

4

SIMPLY WRITTEN FORMAT

Some of my students were very proud of their reading abilities and preferred type-written instructions but had a great deal of difficulty following conventional recipes. The sophisticated language structure and complexity of the directions, combined with the students' inability to measure accurately, made following package directions or cookbook instructions very frustrating for them. For these students, I developed easily-worded recipes which included the symbols and color coding of the three areas of measurement used in the "full page" format.

Again, the list of ingredients and utensils is put at the top of the page with the directions beneath, one line at a time, as in the following recipe examples. The most important thing to remember is to avoid words such as *thoroughly, completely,* etc. Keep color coding of measurement and heat the same as for the visual formats. Trace, photocopy, or draw your own cups and spoons. Heat becomes either a dot for the top of the stove or a square of color for the oven. After coloring, place these recipes in protective mylar sleeves and arrange them in a three-ring binder. Included here are three of our all-time favorites for you to try.

PUMPKIN BREAD

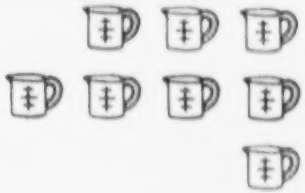
INGREDIENTS

SUGAR
OIL
EGGS
BAKING SODA
FLOUR
NUTMEG
1 CAN PUMPKIN
SALT
CINNAMON
VEGETABLE SHORTENING

THINGS YOU NEED

BOWL
WOODEN SPOON
MEASURING CUPS
MEASURING SPOONS
ELECTRIC MIXER
2 LOAF PANS
SCRAPER
POT HOLDER

1. Wash hands.
2. Put on apron.
3. Set oven to 350 ■
4. In a large bowl put:



3 CUPS OF SUGAR

3 1/2 CUPS OF FLOUR

1 CUP OF OIL

4 EGGS

1 CAN OF PUMPKIN

2 TEASPOONS OF BAKING SODA

1 TEASPOON NUTMEG

1 1/2 TEASPOONS SALT

1 TEASPOON CINNAMON

5. Mix all together with an electric mixer until creamy smooth.
6. Rub the bottom and sides of the inside of the loaf pans with vegetable shortening.
7. Dust the pans with flour so that the flour sticks to the bottom and sides of the pan.

8. Pour half the mixture into one loaf pan.
9. Pour the rest of the mixture into the other loaf pan.
10. Put pans in the oven for 1 hour and 15 minutes.

DO NOT OPEN OVEN DOOR FOR ONE HOUR

11. Turn off oven when done.
12. Clean up...wash dishes.

BAKED FRESH FISH

INGREDIENTS

PIECE OF FRESH FISH
LEMON JUICE
SALT
PEPPER
PAPRIKA
BUTTER

THINGS YOU NEED

BAKING DISH
TIMER
MEASURING SPOONS
TABLE KNIFE
SMALL SHARP KNIFE
SPATULA
PLATE
POT HOLDER

1. Wash hands
2. Put on apron
3. Set oven to 350 ■
4. Butter the bottom of the baking dish
5. Rinse the fish in cold running water in the sink.
6. Put the fish on the plate and feel for bones in the center and on the sides.
7. If you find any bones, cut them out with the small sharp knife.
8. Place the fish in the baking dish, skin side down.
9. Sprinkle on the fish:

1 TABLESPOON OF LEMON JUICE

1/2 TEASPOON SALT

1/4 TEASPOON PEPPER

1/2 TEASPOON PAPRIKA

10. Cut 3 or 4 pats of butter with the table knife.
11. Put the butter on the top of the fish.
12. Place the fish in the oven.
13. Set timer for 25 minutes.
14. The fish is cooked when it flakes with a fork and is white all through.
15. Turn off oven.
16. Use pot holder to remove fish from oven when done.
17. Serve with spatula.
18. Clean up...wash dishes.

CARROT SALAD

INGREDIENTS

3 CARROTS	SMALL ONION
MAYONNAISE	RAISINS
WINE VINEGAR	SUGAR

THINGS YOU NEED

CUTTING BOARD	FORK
GRATER	PEELER
MEDIUM BOWL	SHARP KNIFE
SMALL BOWL	

1. Wash hands.
2. Put on apron.
3. Wash carrots in cold water.
4. Cut off ends of carrots with sharp knife.
5. Peel carrots with peeler.
6. Grate the carrots-use the large holes on the grater-watch your fingers!
7. Peel and slice the onion.
8. Chop one or two slices of onion into small bits with the sharp knife.
9. Put onion pieces and carrot bits into medium bowl.
10. Add a handful of raisins– mix with fork.
11. In small bowl put:

2 TABLESPOONS OF MAYONNAISE

2 TABLESPOONS OF VINEGAR

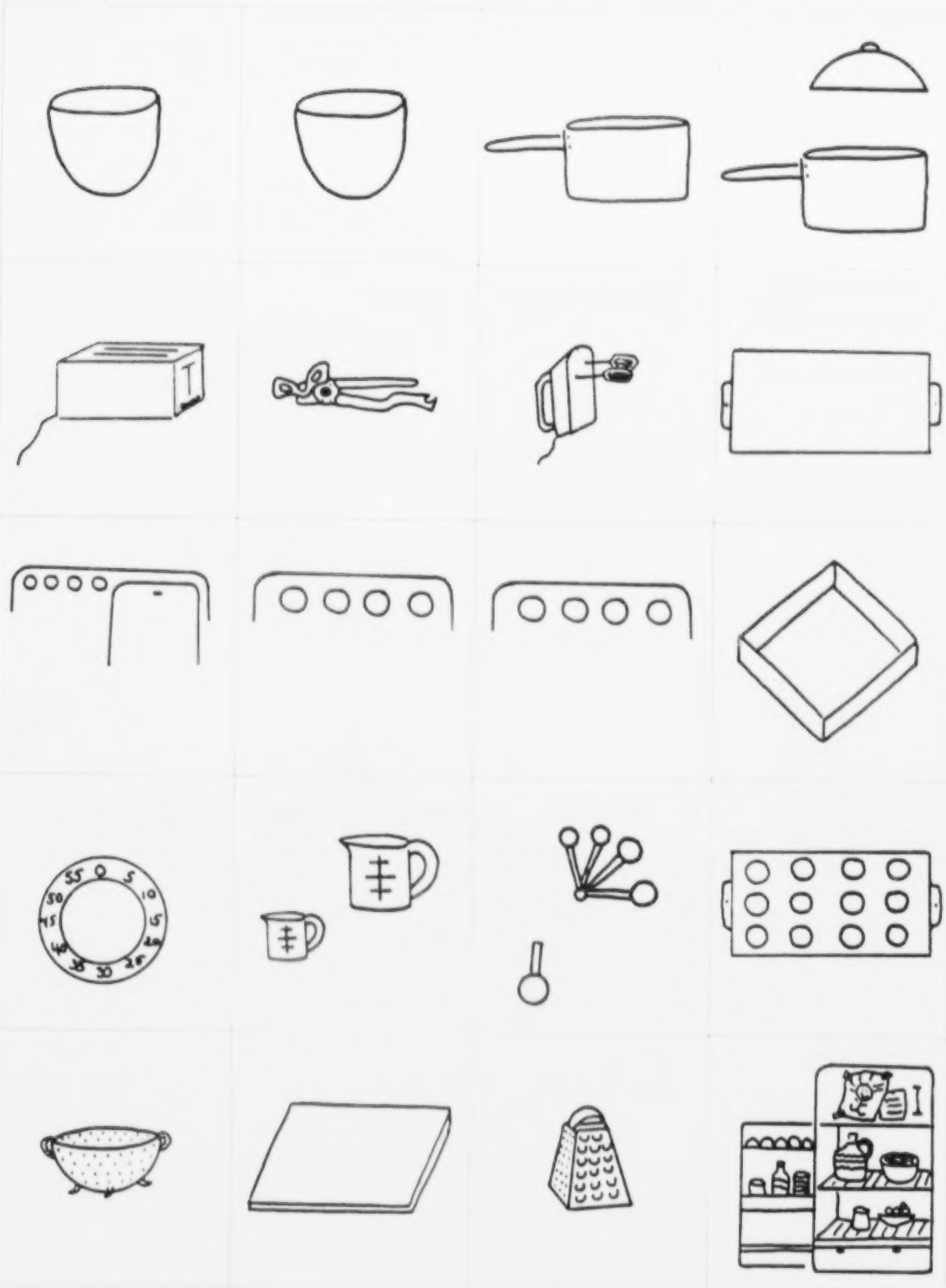
2 TABLESPOONS OF SUGAR

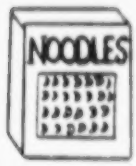
12. Stir until well mixed and add to the carrots.
13. Stir until mayonnaise mixture is well blended with the carrots.
14. Clean up...wash dishes.

APPENDIX

The following symbols are for tracing or photocopying. If you choose, use them as a guide for your own drawings. You will notice that on page 43 the cans, boxes, and jars outlined have no writing. These are for you to fill in with the brand names of ingredients you prefer to use. All-time favorites will differ according to where you live and the group of students you are working with, so these blank boxes and container shapes will allow you to build your very own repertoire of recipes.

When coloring any of these ingredient symbols, copy the coloration from the package you will be using. This becomes another constant; for example, if you start with a brand name for mayonnaise and color the jar with red, green, and blue with a red top, continue to buy that particular brand. This will enable the student to readily identify the item each time it is used in a recipe. This way the shape and color of a package become its label.




NOODLES

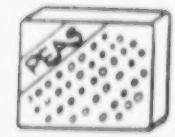
CORN
MEAL

RICE

SPAGETTI
SAUCE

PANCAKE
SYRUP

MUFFIN
MIX


PEAS

NUTMEG

GELATIN

TUNA FISH

PEARS

DEVILED HAM

KIDNEY
BEANS

SOUP

RAISINS

RED WINE
VINEGAR

PUDDING

SUGAR

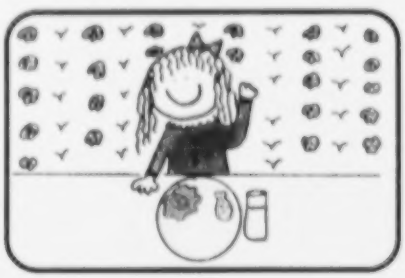
MAYONNAISE

MILK

S
P

AFTERWORD

You now have the essentials for making your very own Simply Great Cookbook. Whether you fill it with short recipes such as Banana Milk Shake and Bologna Sandwich, or with multi-page recipes such as Lasagna and Waldorf Salad, I'm sure you too will soon be barraged by requests from your students for more and more incredible recipes for them to complete with confidence. Confidence and competence go hand in hand, and as a cooking instructor, you have two goals: one is to bring your students to successful independence under your supervision; the other is to help the students apply these skills to their daily lives. Once your students can cook or prepare something in their home, without any help, you've achieved your most purposeful goal. The beaming smiles on their faces will tell you that they, too, find this method of cooking to be SIMPLY GREAT!!



GOOD LUCK AND BON APPETIT! ! !

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